

# Childminder report

<b>Inspection date</b>	13 September 2018
Previous inspection date	7 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder establishes positive relationships with children and gets to know their individual personalities well. Children have a good sense of belonging.
- The childminder has positive relationships with parents. For example, she provides them with verbal and written updates of children's progress and activities they take part in, to help support learning at home. The childminder ensures policies and procedures are up to date and shared with parents.
- The childminder uses her assessment and planning processes well. She helps children progress steadily from when they start, to achieve good outcomes in preparation for school.
- The childminder supports children's listening and speaking skills well. She reinforces the correct pronunciation of words in a positive way.
- The childminder reflects on her practice routinely to identify and address areas for further development to improve outcomes for children. She actively seeks the views of parents and children to help her reflect on her practice.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- make the most of all opportunities to extend and build on what children know and can do, to help them to make the best possible progress in their learning and development
- extend children's opportunities to learn more-complicated mathematical concepts as they play, to help them to develop even more skills to support their future learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and spoke to children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

#### Inspector

Jacqueline Coomer

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what procedures she must follow to protect children and to promote their safety and welfare. She keeps her knowledge of wider aspects of safeguarding children updated through various research methods. Robust risk assessments of the home and garden help to contribute to children's safety. The childminder closely monitors children's individual progress. This helps her to highlight any gaps in their development promptly. She provides them with good support to help close gaps in their learning. The childminder recognises the benefits to children of working in partnership with other settings that children may attend, to help improve outcomes for children.

### Quality of teaching, learning and assessment is good

Children are eager to play and explore, for example, with different-sized trains and cars on a track. The childminder interacts with children at their level and engages them in meaningful conversation. She also helps them to learn new words, such as 'broken' and 'derail', and children repeat the words to help develop their language skills. Children have good opportunities to develop their imaginations and they are confident to describe what is happening as they play. The childminder shows a genuine interest in what they have to say and willingly enters into their imaginary play. She encourages their problem-solving skills, for instance, as they lay out the train track in different ways. This also helps children to increase their physical dexterity through activities that interest them.

### Personal development, behaviour and welfare are good

The experienced childminder is a good role model and has a patient and calm approach. Children's health is promoted well. They enjoy tasting different types of fruit and the childminder ensures they have access to drinking water. Children benefit from regular outings, such as to nursery, woodland walks and local attractions, to help them understand the wider world. The childminder actively encourages children to follow good hygiene practices, such as washing their hands at appropriate times. Furthermore, she encourages children to develop good self-care skills, such as using the bathroom independently. The childminder praises the children on their achievements.

### Outcomes for children are good

Children make good progress, given their starting points and capabilities. They are active learners and well motivated in their play. They use language effectively to share their ideas and understanding. Children name colours confidently as they choose toys with which to play. Children learn to be independent, for instance, putting on their own coat and shoes. They are prepared well for the next stage of their learning and for their eventual move on to school. Children are well behaved.

## Setting details

<b>Unique reference number</b>	251922
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10066999
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	7 July 2016

The childminder registered in 1994. She operates all year round from 7am to 5.30pm, Monday to Friday, except for family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

